

TCI – Teaching with Comprehensible Input

TPR, TPR Storytelling® Story Asking! Reading!!

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The following hand-out was adapted from documents produced by Stephen Krashen, Blaine Ray, Susan Gross, Karen Rowan, Carol Gaab, Donna Tatum-Johns, and Jason Fritze.

LANGUAGE ACQUISITION VS. LANGUAGE LEARNING

~We acquire language through comprehensible input (listening and understanding). It is an unconscious process; it happens when the learner is focused on the meaning of the message rather than how the language works.

~A baby may acquire language 10 hours a day for 6 years. In this case, a child entering first grade would have over 20,000 hours of language acquisition. In a 4 year second language program we are lucky to have a student on task for 600 hours of acquisition. Students have greater cognitive ability than babies. Therefore, we need to use our time wisely when planning classroom activities.

~In order for a student to acquire a language, there must be a lot of comprehensible input that is repetitive interesting, and compelling. To make this happen we need to limit vocabulary. Fluency words (maybe 300-600) are needed for speech. By limiting the number of words we use, we make our language repetitive. This allows us to teach our students high frequency "structures" and vocabulary which are necessary for fluency.

~Acquisition proceeds best when the acquirer's level of anxiety is low and self-confidence is high, that is, when the acquirer's "affective filter" is down or low.

~Teaching methods work according to the extent that they use *comprehensible input*.

~Language *learning* refers to understanding how a language works. Learning is enhanced by study.

~Learning enables a student to edit language for accuracy.

~Acquisition means relying on what sounds right.

~Fluency is ease of expression.

~In order to use **learned** rules in speech, three conditions must be met:

- The speaker must know the rule.
- The speaker must be focused on the rule.
- The speaker must have sufficient time to edit.

THE STEPS OF TPR STORYTELLING®

1. Establish meaning.

- ❖ Translation
- ❖ Gestures
- ❖ Pictures
- ❖ Props

~We establish meaning through TPR®, gestures, props, pictures, and translation.

~Clarity and speed are the two most important factors in establishing meaning. Therefore, whenever there is doubt about how to establish meaning, translate.

~Translate by:

- ❖ writing both the word (phrase) and the translation in different colors.
- ❖ Leave it there in case students forget the meaning.

~Once you have established the meaning of the word, practice the words or phrases by asking personalized questions.

~PQA Personalized Question and Answer

2. Ask a story (rather than tell)

❖ Circling technique:

- in context
- series of questions
- yes/no; either/or; who, what, where, when, how, why
- students provide **details**
- teacher controls the structures

~ A question demands a response and therefore shows understanding.

~ Circling technique leads to *repetition*, which is an essential element of acquisition.

~Teachers experienced in using TPRS create a story completely from scratch with the students.

~Teachers new to TPRS usually need to start with a pre-written story from a TPRS text.

~TPRS texts will list the structures to be taught, followed by a story created by the author of the text.

3. Read and discuss.

When and what do we read?

- ~Read from the beginning of the first year. (Exception pre-literate elementary level.)
- ~Personalized mini-story is a reading and may be only 3 – 4 sentences.
- ~As structures are added and the creation of a longer story happens, write down the story and read it!
- ~In TPRS prepared texts, there lots of stories in these materials to read.
- ~Children's literature.
- ~Novels intended for second language learners.

Strategies for reading include . . .

❖ Kindergarten Day

- Teacher reads a children's book to the class.

❖ Free Voluntary Reading

- Students select their own reading material from the classroom library.
- Library should include picture books, chapter books, fiction, non-fiction, brochures, magazines, storybooks and novels.

❖ All class translation

- Teacher reads aloud and students translate (individually or as a group.)
- Students need to know (acquired) at least 80% of the vocabulary.
- Good time for '*pop-up grammar*'.
- Create *parallel characters*.
- Personalize the reading by discussing the characters as compared to your students.
- Ask content questions.
- To make the story more interesting, ask questions about facts that are NOT in the story.

notes:

INBOUNDS VERSUS OUT OF BOUNDS

~When you teach, you are either *inbounds* or *out of bounds*.

- ❖ *Inbounds* means you are making the class comprehensible to the lowest student.
- ❖ *Out of bounds* means at least one student doesn't understand.

~You go *out of bounds* by...

- ❖ using vocabulary words students don't understand, in other words *incomprehensible input*
- ❖ speaking too fast

~The most common way of going *out of bounds* is by speaking too quickly or not giving your students enough time to process the sentence.

~In TPRS we...

- ❖ use words students know;
- ❖ translate words they don't know by writing them on the board *or*
- ❖ use props, gestures, pictures *and*
- ❖ talk slowly so students have time to process the language.

~We teach words and structures used for fluency, and we use class time to practice fluency. We don't practice words that are not needed for fluency.

notes:

LESSON PLANNING

- ❖ If you use TPRS materials, the lessons are already made for you.
 - *If you choose to make up stories, or tell a folk tale, or use a novel, there is a format for teaching ANY group of words or structures.*
- ❖ List the vocabulary structures that you need in order to teach or ask the story.
- ❖ You need a problem or a conflict.
 - *A problem is something that can be resolved, e.g. a boy/girl needs or wants something.*
- ❖ You need 2 or 3 statements with the structures.
 - You will practice these structures through TPR® or a variation, PQA, and then using a strategy known as *'circling'*.
- ❖ Write down the facts or details of a story.
- ❖ Underline the details that can change. These are called *variables*.
- ❖ List possible alternatives to your variables.
 - Your alternatives will be unexpected *inbounds words* or proper nouns.
- ❖ Brainstorm additional details.

For each lesson:

1. **Establish meaning**
2. **Start to develop/ask a story through PQA and circling**
 - **All structures are in a context**
 - **Ask a story by getting the details from the students**
 - **Use actors, props**
3. **Read**

notes:

Procedures of TPRS, a.k.a. "Playing the Game"

❖ Make a positive statement.

- Students respond with an expression of interest like "OHHHHH" or "Wow".
- Start circle of questions.

❖ Ask a question of which students know the answer.

- The students will answer.
- Be sure they ALL answer.
- If they don't answer or give a weak response, do it over.
- Get some pat phrases like:
 - "That was weak."
 - "You must not have understood."
 - "I will try that again."

❖ Ask a question about the story to which the students don't know the answer.

- They will guess the answer.
- Teach them if they guess with an **expected response**, you will ignore their guess.
- You will accept only unexpected responses.
- They also must guess in the target language or with a proper noun.
~That is because the story is in the target language. Proper nouns work in both languages.

❖ Two ways to add a new detail to a story:

- Tell them the detail.
- Ask a question the students don't know and have them give clever, interesting answers.
~The goal is for the students to make this **their** story by adding **their** details.
~This is **StoryAsking**

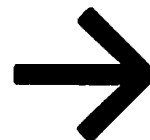
❖ During a story, you have 3 options:



Go back



Circle



Go forward

1. Why go back?

- Students have not yet acquired the structure.
- Ask previously established details for more reps.
- After you have more than 2 or 3 details in the story, you will always go back in the story.

2. Circle

- **There are only two reasons to circle.**
 - To practice a new structure.
 - To reduce processing time.
~As students' processing time gets faster, your need to circle decreases unless you are practicing a new or advanced structure.

3. Go forward by adding a detail to the story.

- You want to be careful to not add details too fast.
- A general rule is to only add one detail at a time.

HOW TO CIRCLE

1. (+) Positive statement
2. (+) Question with a **yes** answer
3. (e/o) Either/or question
4. (-) Question with a **no** answer
5. **Restate** the negative and **restate** the positive
6. Who? What?
7. Where? When? How much? How many? Why? How? (Use the one that fits.)
8. (+)Positive statement

Helpful Hints for Storytelling

1. **Go S-L-O-W**
2. **Then slow down some more**
3. **Teach to the eyes**
4. **Stay "in-bounds"**
5. **Check for understanding**
6. **Give them a feeling of success**
7. **5 second grammar lessons**

Grammar - making it useful

- ❖ Students acquire grammar by understanding how changing things in the language affects the meaning.
 - They do NOT acquire grammar by learning and practicing rules.
- ❖ Always explain grammar from a **meaning** point of view.
 - Example: *What is the purpose of the "r" in "comer" do?*
- ❖ Ask quick, no more than 15 seconds, "**pop-up**" grammar questions.
 - Example: *What does the "le" in "le da" mean?*
- ❖ Use **free writes** and **essays** to focus on accuracy – **grammar hospital**.
 - Focus on the errors which cause confusion. ("Yo mira = I he/she looks at")
 - Use a rubric.
- ❖ Speak the language **naturally** in the classroom for 90% of class time.
 - DO NOT shelter grammar when speaking to students! If they do not hear natural language, they are unlikely to acquire it.

Assessment

- ❖ The purpose of assessment?
 - To know how well you are teaching!
 - What your students really have acquired.
- ❖ Constant assessment:
 - Listen for instant, unanimous responses to all statements and questions.
 - When the response is low, do not move forward.
- ❖ Formal assessment includes quizzes, tests, and exams:
 - Unannounced quizzes of vocabulary structures.
 - Comprehension "exit tickets": true/false questions over daily lesson.
 - Reading comprehension quizzes.
- ❖ Semester exams: asses proficiency in listening, reading, speaking and writing.

Notes:

2012 TCI EVENTS

June 24 – July 1 Punta Cana, Dominican Republic

Spanish classes, TPRS workshops

www.tprstorytelling.com

July 17-19 2012 Breckenridge, Colorado

International Forum for Language Teaching

iFLT

www.ifltconference.org

Stephen Krashen, Leslie Davison, Linda Li, Jason Fritze, Carol Gaab
and others...

LINKS

tprstories.com

Karen Rowan, materials, workshops, classes

tprstorytelling.com

Carol Gaab materials, workshops, Webinars

cpli.net

materials, books

miclaseessuclase.com

Jason Fritze, resources

susangrosstprs.com

articles and rubrics, resources, workshops

benslavic.com

resources, workshops, materials, blog

teachforjune.com

Scott Benedict, resources, Webinars

www.waltmania.com

Jalen Waltman resources, lesson plans

www.blainerayworkshops.com

resources, materials, workshops

www.dpsk12.org

/curriculum instruction/world language

tprstalk.com

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